DOCUMENT RESUME

ED 429 071 SP 038 405

AUTHOR	Bergin, Joyce Williams; Walworth, Margaret
TITLE	Developing a Course in Secondary Level Classroom Behavior Management: A Study (Part Two of a Process).
PUB DATE	1999-02-16
NOTE	99p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (79th, Chicago, IL, February 13-17, 1999). For "Part One", see ED 403 237.
PUB TYPE	Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavior Problems; Classroom Environment; *Classroom Techniques; *Discipline; High School Students; High Schools; Higher Education; Preservice Teacher Education; Public Schools; Secondary School Teachers; *Student Behavior; Student Surveys; *Student Teacher Attitudes; Student Teachers
IDENTIFIERS	Georgia

ABSTRACT

This paper reports a research project designed to improve collaboration among Georgia's schools, colleges, and universities and raise educational standards for pre-K through college education. The researchers, who had developed a course in secondary-level classroom behavior management for preservice teachers, examined the opinions of secondary students and teachers concerning behavior management practices in their classrooms. Eighty-three African-American and Caucasian students in grades 9-11 from one inner-city and one rural high school completed a survey. Six African-American and Caucasian teachers completed teacher interviews. Most students considered it the teacher's job to maintain classroom discipline and the student's job to follow school rules. Students expressed less concern with the fairness of classroom rules and disciplinary procedures than school rules and procedures. Students preferred teachers who treated them with respect; avoided sarcasm; used direct instruction; provided interesting, relevant lessons; and did not make them feel stupid. Teachers had not received recent inservice training on managing classroom behaviors, though they perceived significant changes in students' levels of personal self-control. Teachers echoed many of the same characteristics of effective teachers as their students. They believed that preservice courses in classroom behavior management should allow student teachers to observe teacher-pupil interactions in the classroom. They felt that inservice teachers needed refresher training to keep up with changes in students' attitudes toward schooling and behavior patterns. Attachments include the course syllabus, surveys, and presentation overheads. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

ED 429 071

Title:	Developing a Course in Secondary Level Classroom Behavior Management: A Study (Part Two of a Process)
Date:	February 16, 1999
Authors:	Joyce Williams Bergin, Ed.D. Margaret Walworth, Ph.D. Armstrong Atlantic State University Savannah, Georgia
Publication type:	Conference presentation for the National Conference of the Association of Teacher Educators, Chicago, Illinois
Descriptors:	Classroom Environment; High School Students; Preservice Teacher Training
Identifiers:	Student Evaluation of Educational Quality
Abstract:	The abstract and more specific information appears on the next page of this packet.

BEST COPY AVAILABLE

SP038405

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

J. W. Bergin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ATE National Conference Presentation February 16, 1999
Chicago Hilton Hotel, Chicago, Illinois

Title: Developing a Course in Secondary Level Classroom Behavior Management: A Study

Presenters: Joyce Williams Bergin, Ed.D. and Margaret Walworth, Ph.D
Armstrong Atlantic State University
College of Education
11935 Abercorn Street
Savannah, Georgia 31419-1997
Telephone: 912-961-3066 or 961-5545
e-mail: joyce_bergin@mailgate.armstrong.edu
FAX: 912-961-3054

Abstract: This small research project was funded by a grant of $200 from the Georgia P-16 Project whose purpose is to improve collaboration among the state's public schools, colleges, and universities as well as to raise educational standards for grades pre-kindergarten through senior college. The researchers, who had developed a course in secondary level classroom behavior management for pre-service teachers, were curious about the opinions of secondary level students and their teachers concerning behavior management practices in their classrooms. A total of 83 students in grades nine, ten, and eleven from one inner city and one rural high school were surveyed. Forty-five percent described themselves as African American, 45% described themselves as Caucasian, 4% identified themselves as Hispanic, and 6% identified themselves as *other*. Six teachers, three African American and three Caucasian, each with more than three years classroom teaching experience, participated in teacher interviews. Overall, the majority of students expressed the belief that it is the teacher's job to maintain discipline in the classroom and the student's job to follow school rules . Students expressed less concern with the fairness of classroom rules and disciplinary procedures than with the rules and procedures of the school at large. Students preferred teachers who treated them with respect, avoided sarcasm, engaged in direct instruction, provided interesting, relevant lessons, and did not make them feel "stupid" or "embarrassed." Teachers revealed that they had not received recent (within the past three years) in-service training to deal with classroom behaviors although they had perceived significant changes in students levels of personal self control. Further, teachers echoed many of the same characteristics of effective teachers as had their students. The teachers expressed the belief that a pre-service course in classroom behavior management should contain opportunities for student to observe student teacher interactions in the "real world" of the classroom. Additionally, they expressed the belief that in-service teachers need refresher training in order to keep up with changes in students' attitudes toward schooling as well as their behavior patterns.

For more information, please contact the presenters at the addresses or telephone numbers provided above.

RATIONALE

Data from research in the field of education, surveys of Georgia school superintendents, surveys of first year teachers who were graduates of Armstrong Atlantic State University (AASU), and surveys of principals who had supervised these same first year teachers were analyzed and used to support the development of a baccalaureate level classroom behavior management course for secondary pre-service teachers. Following implementation of the course, the authors decided to add survey data from two untapped groups: students from secondary schools and teachers of those students. Student input is rarely collected when decisions are being made that will influence classroom behavior management. Analyzed student and teacher data may prove useful in evaluating the course for efficacy.

HYPOTHESIS

Secondary school students' perceptions of fairness, safety, and appropriateness of behaviors will impact the selection of management strategies made by teachers in the classroom.

SUBJECTS INVOLVED

Subjects were a total of 90 randomly selected students from grades nine, ten, and eleven from two schools, a rural high school located in Effingham County and an inner city high school located in Savannah, Georgia. All students had attended their schools for at least one year. 45% identified themselves African American, 45% identified themselves as Caucasian, 4 % identified themselves as Hispanic, and 6% identified themselves as "other". There were sixty-one females and twenty-nine males.

A total of six high school teachers (three Caucasian and three African American) who teach ninth, tenth, and eleventh grade students, selected from the two participating schools, were interviewed. Each teacher had more than three years teaching experience.

PROCEDURE

Printed surveys were administered to the students and followed immediately by a formal, audiotaped interview conducted by one of the researchers. Printed transcripts were prepared from the taped interviews. The teachers were formally interviewed in groups of three at each school by one of the researchers. The formal interviews were limited to a set of questions prepared by the researchers

Eighty three (83) student surveys were determined to be completed correctly and were analyzed. Transcripts of formal interviews were analyzed to determine whether spoken opinions of students supported the responses on the printed surveys. Teacher interview transcripts were analyzed to see if teacher perceptions and opinions matched those of their students.

SUMMARY

Overall, the students surveyed felt safe and expressed pride in their schools. Both inner city and rural students expressed concern over the perceived unfairness of school rules. Students felt more positive about classroom rules which they had helped to establish. They expressed positive statements about the establishment of student courts.

The students offered insight into the reasons they often misbehave. In regard to classroom disruption, students cited boredom with the lesson as the primary instigating factor. They were quick to point out the types of teacher behaviors which caused them to dislike the teacher or his/her particular course.

Students greatest concern was being embarrassed by the teacher in the classroom before their classmates. Students at every level exhibited sensitivity to being treated with disrespect and witnessing demonstrations of disrespect both teacher to student and student to student.

Teachers made a number of statements that indicated they understood student's behaviors. Both students and teachers believe that it is the teacher's job to maintain discipline in the classroom. Students did not address their personal responsibility for monitoring their personal behaviors in the classroom. Both teachers and students recognize the importance of well planned, interesting lessons that engage the student.

LIMITATIONS OF THE STUDY

The small number of participants prohibits generalizations to larger populations, although student and teacher comments support the basic tenants of the course in secondary classroom behavior management. The teachers who participated seemed to be in touch with their students' needs and expectations, but these teachers may not be representative of the teachers in the two schools.

IMPACT ON THE UNIVERSITY COURSE

As a result of the analysis of the data, the following specific concepts will be emphasized in the course and will be stated more explicitly in the course syllabus:

- Methods for fostering students' acceptance of personal responsibility
- Methods for facilitating communication between teachers and students
- Methods for reinforcing positive behaviors in students

Overall, the majority of concerns and opinions expressed by students and teachers have been addressed in the syllabus. The course syllabus offers an acceptable plan for instructing pre-service teachers in classroom behavior management .

Samples of Students' Comments

On following rules:

"They [teachers] don't give us enough recognition...um..they just pay attention to the people who don't."

On teaching styles:

"My teacher that I like gives us work and she explains it she makes it funny and then the teacher that I don't like she just gives you work out of the book and doesn't explain anything and she barely when you ask a question she answers it and I just feel like she doesn't prepare me for the next year and you know everybody else does too because nobody behaves in that class."

"The teacher that I hate, she always gets off the subject. We can be learning something one day and the next day she will come in with something totally different , not even the same subject, not even what we are supposed to be learning."

"There's a teacher in my math class right now, he makes you look like you are stupid sometimes. He uses these stupid words that you never heard of and then he expects you to know it all. That's what I don't understand."

" I think the teacher needs to be able to associate with the students instead of just getting up there, do the routine and sit down and assign busy work and not even talk to the students."

On fighting:

"A lot of stuff gets started because of friends...they'll start stuff then once you say something about it they'll make you look stupid until you do something.

[The school should not] ..."have some stupid rule saying that if you get hit three hits you can hit them back. Because even if you do have three hits and you hit them back then they're going to suspend you."

On making the classroom environment welcoming:

"Make the class interesting.

"Show respect."

"Or when you're [the teacher] asked a question don't "Oh, God, I've already answered that five times already."

"Don't embarrass me."

SYLLABUS

MGSE 4630

CLASSROOM MANAGEMENT AT THE SECONDARY LEVEL

Armstrong Atlantic State University/Savannah State University

Texts:

Emmer, E.T., Evertson, C.M., Clements, B.S., & Worsham, M.E. (1997). Classroom management for secondary teachers (4th edition). Boston: Allyn and Bacon.

Levin, J. & Nolan, J. F. (1996). Principles of classroom management: a professional decision-making model (2nd edition). Boston: Allyn and Bacon.

COURSE DESCRIPTION: The purpose of this course of study is to prepare students to become reflective decision makers as they work with diverse student populations in secondary school settings. Students in the secondary level teacher education programs will learn to develop efficient and effective classroom management strategies. The course of study will provide students with opportunities to examine a variety of research and theory based classroom management models and strategies for establishing classroom routines, creating environments conducive to learning, and developing organizational and time management procedures. Opportunities will be provided for students to examine effective teacher behaviors as well as ineffective teacher behaviors that can contribute to classroom disruption and student misbehavior. Additionally, students will learn strategies for working collaboratively with other professionals as well as those strategies specific to conducting productive parent-teacher conferences. Students will study various models for maintaining classroom discipline. This course includes a laboratory experience in which students will spend a minimum of 50 hours engaged in supervised classroom management activities in secondary school settings. Distance learning and e-mail links with area secondary schools may be utilized to provide students with a wide variety of interactions with real school classrooms.

PREREQUISITES: Admission to teacher education and a grade of C or better in all course work. MGSE 4630 must be successfully completed during the student teaching experience or prior to/suring the internship experience.

COURSE GOALS: As a result of the successful completion of this course, students will achieve the following goals as outlined in the catalog of Armstrong Atlantic State University.

- proficiency in understanding and implementing strategies for effective classroom management in secondary school settings.

- understanding of appropriate theory and methodologies necessary to implement classroom management strategies.

- proficiency in implementing effective classroom management strategies with students who represent a variety of cultural and economic backgrounds with sensitivity to ethnic gender factors.

- proficiency in implementing effective methods of discipline and behavior management in the classroom and other school settings.

- demonstration of the highest qualities of character, commitment, and professional competence.

COURSE OUTCOMES: Upon completion of this course of study, students will have demonstrated competence by:

1. Completing two structured observations in secondary classrooms at two different grade levels.
2. Developing a classroom layout conducive to effective management.
3. Comparing, contrasting, and analyzing models and theories of classroom discipline and behavior management which include but are not limited to the following: Canter, Glasser, Kounin, Teacher Effectiveness Training, Assertive Discipline, and Dreiker's Logical Consequences.
4. Identifying the models of management used in two secondary classrooms and critiquing the effectiveness of each.
5. Describing teacher behaviors that might contribute to student misbehavior and developing strategies for changing such behaviors.
6. Identifying legal versus unauthorized behavior management practices.
7. Identifying elements of exceptionality, age/maturity, gender, ethnic, and cultural diversity that may impact the selection of specific classroom management strategies.
8. Identifying methods that accommodate the psychomotor, affective, and cognitive needs of all students in the classroom.
9. Identifying management strategies that work effectively with individual learning styles and motivational factors.
10. Identifying strategies that can be used to instruct secondary level students to become more personally responsible for their behaviors, organization, and time management.
11. Describing strategies for establishing classroom rules, developing routine procedures, and delegating responsibilities for classroom tasks.
12. Describing strategies for time management and organization for teachers.
13. Developing strategies for effective communication with students, parents, other professional personnel, paraprofessionals, and colleagues.
14. Demonstrating the knowledge of community resources and describing strategies for

utilizing their services.

15. Compiling a set of strategies for conflict resolution.

COURSE OBJECTIVES: As a result of the successful completion of the course study for MGSE 463, its associated activities, and laboratory experiences, the student will achieve the following objectives:

1. Describe the theories, methodologies, and associated strategies that support effective classroom behavior management.
   a) identify different methods and strategies being employed in actual classroom settings.
   b) discuss the suitability of the observed strategies with diverse student populations.
   c) reflect upon the analysis of the strategies and offer rational alternatives.
2. Describe the teacher's legal and ethical responsibilities that impact selection and implementation of classroom management strategies.
   a) develop a teacher's code of ethics.
   b) identify key aspects of school law that impact classroom management.
3. Create a classroom environment that demonstrates effective classroom management theory and practices.
   a) develop layout for an efficient classroom arrangement.
   b) discuss effectiveness of the use of seating charts and the accessibility of instructional materials.
   c) describe strategies that will assist secondary students with personal organization and self-management skills.
   d) discuss methods for establishing student supported classroom rules, schedules of class beginning, transitions, and closing procedures, and charts with delegated student chores and responsibilities.
   e) develop strategies for teacher time management and organization of materials, records, and routines using a variety of aids including technology.
4. Describe effective methods for communication with students, parents, peers, professional and nonprofessional school personnel.
   a) participate in role playing to demonstrate effective communication practices with individuals and diverse groups.
   b) demonstrate effective use of e-mail and other means of information gathering from community resources within the school, individual students and student groups.
   c) demonstrate effective practices for conducting parent conferences and data gathering interviews.
   d) participate in role playing effective means of conflict resolution.
5. Identify the technological resources that support required research and information gathering (ISTE 4,5,9,12)
   a) utilize appropriate reference sources including ERIC, Georgia Law on CD-ROM, and pertinent sites on the INTERNET and PEACHNET.
   b) establish e-mail connections to facilitate dialogue with secondary school teachers, students, and resource personnel.
   c) demonstrate knowledge of the kinds of software available that support classroom management

TEXTS FOR ADDITIONAL COURSE SUPPORT:

Rockwell, S. (1993). Tough to reach/tough to teach: Students with behavioral problems. Reston, VA: The council for Exceptional Children.

Kourilsky, M. & Quaranta, L. (1987). Effective teaching: Principles and practices. Glenview, IL: Scott Foresman & Co.

Polloway, E. & Patton, J. (1983). Strategies for teaching learners with special needs. NY: Macmillan Publishing Co.

Weinstein, C. (1996). Secondary classroom management: Lessons from research and practice. New York: McGraw-Hill Companies, Inc.

RESOURCE MATERIALS

Anderson, L. & Prawat, R. (1983). Responsibility in the classroom: A synthesis of research on teaching self-control. Educational Leadership, 40, 62-66.

Anderson, L. (1985). What are students doing when they do all that seatwork? In W. Fisher & D. Berliner (Eds.), Perspectives on instructional time. New York: Longman, 189-202.

Brooks, D. (1985). The teacher's communication competence: The first day of school. Theory into Practice, 24(1), 63-70.

Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn. Educational Leadership, 45, 40-48.

Carlson, C> (1991). The parent principle: Prerequisite for educational success. Focus 26. Princeton, NJ: Educational Testing Service.

Carson, L. & Hoyle, S. (1989-1990). Teaching social skills: A view from the classroom. Educational Leadership, 47(4), 31.

Cazden, C. (1988). Classroom discourse: The language of teaching and learning. Portsmouth, NH: Heinemann.

Cohen, E. (1986). Designing group work: Strategies for the heterogeneous classroom. New York: Teachers College Press.

Curwin, R. & Mendler, A. (1988). Discipline with dignity. Alexandria, VA: Association for Supervision and Curriculum Development.

Doyle, W. (1986). Classroom organization and management. In M. Wittrock (Ed.), Handbook of research on teaching. New York:Macmillan.

Edwards, C. & Stout, J. (1989-1990). Cooperative learning: The first year. Educational Leadership, 47(4), 38-41.
MGSE 463 Resources

Emmer. E/ (1988). Classroom management and discipline. In V. Richardson-Koehler, (Ed.), Educator's handbook: A research perspective. New York: Longman.

Emmer, E., Everston, C., Clements, B. & Warsham, M. (1994). Classroom management for secondary teachers. Boston: Allyn & Bacon.

Epachin, B., Townsend, B & Stoddard, K. (1994). Constructive classroom management: Strategies for creating learning environments. Pacific Grove, CA: Brooks/Cole.

Evans, W., Evans, S., & Schmid, R. (1989). Behavior and instructional management: An ecological approach. Boston: Allyn & Bacon.

Finders, M. & Lewis, C. (1994). Why some parents don't come to school. Educational Leadership 51 (8), 50-54.

Goodlad, J. (1984). A place called school. New York:McGraw-Hill.

Gordon, T. (1974). Teacher Effectiveness Training (TET). New York: Peter H. Wyden.

Grant, G. (1988). The world we created at Hamilton High. Cambridge, MA: Harvard University Press.

Hannah, G. (1982). Classroom spaces and places. 65 projects for improving your classroom. Belmont, CA: Fearon Teacher Aids, a division of Pitman Learning, Inc.

Hill, M. & Hill, F. (1994). Creating safe schools: What principals can do. Newberry Park, CA: Carwin Press.

Jones, V. & Jones, L. (1986). Comprehensive classroom management: Creating positive learning environments (2nd. Ed.). Boston: Allyn & Bacon.

Johnson, D., Johnson, R., Holubee, E., & Roy, P. (1984). Circles of learning: cooperation in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

Karweit, N. (1989). Time and learning: A review. In R. Slavin(Ed.) School and classroom organization. Hillsdale, NJ: Lawrence Erlbaum Associates.

Katz, N. & Lawyer, J. (1193). Conflict resolution: Building bridges. Newberry Park, CA: Carwin Press.

Kounin, J. (1970). Discipline and group management in classrooms. New York:Rinehart, & Winston.

Laughlin, C. & Suina,J. (1982). The learning environment: An instructional strategy. New York:Teachers College Press.

Lightfoot, S. (1978). Worlds apart: Relationships between families and schools. New York:Basic Books.

Louis, K. & Miles, M. (1990). Improving the urban high school: What works and why. New York: Teachers College Press.

Lundgren, U. (1972). Frame factors and the teaching process. Stockholm: Almqvist and Wiksell.

Mamchak, P. & Mamchak, S. (1993). Teacher's time management survival kit. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Meichenbaum., D. (1977). Cognitive behavior modification. New York:Plenum.

Newby, I. (1991). Classroom motivation: Strategies of first-year teachers. Journal of Educational Psychology, 83, 195-200.

Newsom, B. (1992). Complete student assistance program handbook. West Nyack, NY: The Center for Applied Research in Education.

O'Donnell, A. & O'Kelly, J. (1994). Learning from peers:Beyond the rhetoric of positive results. Educational Psychology Review, 6(4), 321-349.

MGSE 463 Resources

Shalaway, L. (1989). Learning to teach...not just for beginners. Cleveland, OH: Instructor Books, Edgell communications.

Schaps, E. & Solomon, D. (1990). Schools and classrooms as caring communities. Educational Leadership, 48 (3), 38-42.

Spargo, F. & Poteet, J. (1989). Classroom behavior: Detecting and correcting special problems. Boston:Allyn & Bacon.

Special issue of Educational Leadership (December 1989/January 1990). Cooperative Learning, 47 (4). 1-67.

Watson, A., Buchanan, M., Huyman, H. & Seal, K, (1992). A laboratory school explores self-governance. Educational Leadership, 49 (5), 57-60.
August 18, 1998

Weinstein, C. (1991). The classroom as a social context for learning. Annual Review, 42, 493-525.

Wertsch, J. (1985). Vygotsky and the social formation of mind. Cambridge, MA: Harvard University Press.

SURVEY INSTRUMENTS

Armstrong Atlantic State University
College of Education

jb/98

Student Opinion Survey

This survey form is to be completed by selected students in grades nine, ten, and eleven in three high school settings. All information taken from the survey will be tabulated and reported in a manner that will prevent the identification of and maintain confidentiality for those students who elect to complete the survey form.

DIRECTIONS TO STUDENT PARTICIPANTS

Participation in this survey is voluntary. You are not required to participate. Your name and other identifying information will not be provided so that your identity can not revealed at any time to anyone.

If you choose to complete the survey form, the information you provide will be used to help improve teacher training at Armstrong Atlantic State University. Your honest opinions are important to the accuracy of the survey results.

All your work will be completed on a separate page called a OPSCAN sheet. It is very important that you fill in the correctly numbered spaces on the OPSCAN using a number two pencil. Do not make any stray marks on the OPSCAN sheet and if you erase, please be sure to erase carefully and completely.

There are three parts to the survey. Follow directions carefully for each part. Read each question on the printed survey form carefully. Select the response that matches your opinion. Select only one.

Look at the sample survey item that is printed below.

SAMPLE	RATING SCALE				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. I enjoy eating pizza.	A	B	C	D	E

Since I enjoy eating pizza, I will select response A and color in that space on my OPSCAN sheet.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1.	A	B	C	D	E
	●	O	O	O	O

GO ON TO THE NEXT PAGE ——>

Find the correct area of the OPSCAN sheet and begin your work.

PART ONE

	RATING SCALE				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
	A	B	C	D	E
1. I feel proud of my school	A	B	C	D	E
2. I feel safe in my school.	A	B	C	D	E
3. I know my school's rules.	A	B	C	D	E
4. I take part in making the rules in my classes.	A	B	C	D	E
5. The school's rules are fair.	A	B	C	D	E
6. The rules in my classes are fair.	A	B	C	D	E
7. It is the teacher's job to keep discipline in the class.	A	B	C	D	E
8. It is the student's job to follow class rules.	A	B	C	D	E
9. I believe that dress codes help stop discipline problems.	A	B	C	D	E
10. I believe that doing well in school will help me throughout my life and future career.	A	B	C	D	E
11. My parents expect me to follow school rules and regulations.	A	B	C	D	E

GO ON TO THE NEXT PAGE ---->

Find the correct area of the OPSCAN sheet and continue your work.

PART ONE (continued)

	RATING SCALE				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
	A	B	C	D	E
12. School should have student courts to help deal with those students who break school rules.	A	B	C	D	E
13. Often, I feel unsafe at school.	A	B	C	D	E
14. Sometimes the punishments given to students in my school seem unfair.	A	B	C	D	E
15. It is a good idea for the school to call in the parents of students who get into trouble.	A	B	C	D	E
16. There is someone in my school with whom I can talk when I am upset or in trouble.	A	B	C	D	E

GO ON TO THE NEXT PAGE ---->

PART TWO

Directions: This part of the survey uses a multiple choice format. Select the one response that most closely matches your own opinion and locate its number on the OPSCAN sheet. Color in the space provided next to the letter that shows your selected response.

Find the correct area of the OPSCAN sheet and begin your work.

17. The most serious discipline problem in my school is
    - A. drug abuse.
    - B. skipping school.
    - C. fighting and random violence.
    - D. gang problems.
    - E. cursing or disrespectful language.

18. Some teachers do not have discipline problems in their classes. The number one reason for their having no discipline problems is that they
    - A. are well prepared to teach each lesson.
    - B. are strict and stick to the rules.
    - C. treat their students with respect.
    - D. stop misbehavior when it starts.
    - E. make their classes interesting.

19. One main reason discipline problems occur in school is that
    - A. the principal fails to back up teachers.
    - B. there are few rewards for following the rules.
    - C. school rules are too strict.
    - D. teachers ignore misbehavior.
    - E. there is no swift, fair punishment for breaking rules.

20. The best way to deal with students who repeatedly break school or class rules is
    - A. in-school suspension.
    - B. out-of-school suspension.
    - C. alternative schools or special, separate schools.
    - D. permanent suspension.
    - E. referral to the juvenile court system.

21. The best way to stop discipline problems in the class is for the teacher to
    - A. go over class rules to remind students each day.
    - B. use seating charts.
    - C. make the lesson interesting.
    - D. remove students who will not follow class rules.
    - E. reward students who are following class rules.

GO ON TO THE NEXT PAGE ——>

PART TWO (continued)

Directions: This part of the survey uses a multiple choice format. Select the one response that most closely matches your own opinion and locate its number on the OPSCAN sheet. Color in the space provided next to the letter that shows your selected response.

Find the correct area of the OPSCAN sheet and continue your work.

22. The best thing that a teacher can do to students who misbehave in class is to
    - A. give no fewer than three warnings.
    - B. lower the grades of students who misbehave.
    - C. reward the students who are following class rules.
    - D. assign extra work to students who misbehave.
    - E. stand close to them to stop the misbehavior.

23. I feel most comfortable in a class when
    - A. I know the routine to follow.
    - B. I know what the teacher expects of me.
    - C. the teacher tells me the rules.
    - D. I understand the lesson.
    - E. I do not get into trouble.

24. My favorite teacher is one who
    - A. teaches me so I can learn.
    - B. makes me feel welcome in class.
    - C. treats me fairly.
    - D. lets me ask questions until I understand.
    - E. does not make me feel stupid.

25. I like school best when
    - A. I am learning.
    - B. I get time to see my friends.
    - C. the rules are fair.
    - D. the teachers are nice to me.
    - E. I feel safe.

BEST COPY AVAILABLE

GO ON TO THE NEXT PAGE ——>

PART THREE

Directions: This part of the survey will help us categorize the information from all the surveys. You are not required to complete it, but the information you can provide will be very helpful.

Find the area of the OPSCAN sheet for this area of the survey. Mark the letter that matches your response.

1. I am
   - A. male.
   - B. female.

2. I am in the
   - A. ninth grade.
   - B. tenth grade.
   - C. eleventh grade.

3. I identify myself as
   - A. Caucasian (White).
   - B. African American/Black.
   - C. Hispanic
   - D. Asian.
   - E. Other.

4. I have attended this school for
   - A. one year.
   - B. two years.
   - C. three years.
   - D. four years.

End of survey.

Please hand in all survey items.

SIDE 1

GENERAL PURPOSE - NCS® - ANSWER SHEET

SEE IMPORTANT MARKING INSTRUCTIONS ON SIDE 2

NAME (Last, First, M.I.)

SEX (M) (F)

GRADE OR EDUC 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

BIRTHDATE			IDENTIFICATION NUMBER										SPECIAL CODES					
MO.	DAY	YR.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Jan.																		
Feb.																		
Mar.	0 0	0 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Apr.	1 1	1 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
May	2 2	2 2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Jun.	3 3	3 3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Jul.	4 4	4 4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Aug.	5 5	5 5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Sep.	6 6	6 6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Oct.	7 7	7 7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Nov.	8 8	8 8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Dec.	9 9	9 9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

1 A B C D E	11 A B C D E	21 A B C D E	31 A B C D E	41 A B C D E
2 A B C D E	12 A B C D E	22 A B C D E	32 A B C D E	42 A B C D E
3 A B C D E	13 A B C D E	23 A B C D E	33 A B C D E	43 A B C D E
4 A B C D E	14 A B C D E	24 A B C D E	34 A B C D E	44 A B C D E
5 A B C D E	15 A B C D E	25 A B C D E	35 A B C D E	45 A B C D E
6 A B C D E	16 A B C D E	26 A B C D E	36 A B C D E	46 A B C D E
7 A B C D E	17 A B C D E	27 A B C D E	37 A B C D E	47 A B C D E
8 A B C D E	18 A B C D E	28 A B C D E	38 A B C D E	48 A B C D E
9 A B C D E	19 A B C D E	29 A B C D E	39 A B C D E	49 A B C D E
10 A B C D E	20 A B C D E	30 A B C D E	40 A B C D E	50 A B C D E
51 A B C D E	61 A B C D E	71 A B C D E	81 A B C D E	91 A B C D E
52 A B C D E	62 A B C D E	72 A B C D E	82 A B C D E	92 A B C D E
53 A B C D E	63 A B C D E	73 A B C D E	83 A B C D E	93 A B C D E
54 A B C D E	64 A B C D E	74 A B C D E	84 A B C D E	94 A B C D E
55 A B C D E	65 A B C D E	75 A B C D E	85 A B C D E	95 A B C D E
56 A B C D E	66 A B C D E	76 A B C D E	86 A B C D E	96 A B C D E
57 A B C D E	67 A B C D E	77 A B C D E	87 A B C D E	97 A B C D E
58 A B C D E	68 A B C D E	78 A B C D E	88 A B C D E	98 A B C D E
59 A B C D E	69 A B C D E	79 A B C D E	89 A B C D E	99 A B C D E
60 A B C D E	70 A B C D E	80 A B C D E	90 A B C D E	100 A B C D E

BEST COPY AVAILABLE

SIDE 2

	A	B	C	D	E
101	1	2	3	4	5
102	1	2	3	4	5
103	1	2	3	4	5
104	1	2	3	4	5
105	1	2	3	4	5
106	1	2	3	4	5
107	1	2	3	4	5
108	1	2	3	4	5
109	1	2	3	4	5
110	1	2	3	4	5
111	1	2	3	4	5
112	1	2	3	4	5
113	1	2	3	4	5
114	1	2	3	4	5
115	1	2	3	4	5
116	1	2	3	4	5
117	1	2	3	4	5
118	1	2	3	4	5
119	1	2	3	4	5
120	1	2	3	4	5
121	1	2	3	4	5
122	1	2	3	4	5
123	1	2	3	4	5
124	1	2	3	4	5
125	1	2	3	4	5
126	1	2	3	4	5
127	1	2	3	4	5
128	1	2	3	4	5
129	1	2	3	4	5
130	1	2	3	4	5
131	1	2	3	4	5
132	1	2	3	4	5
133	1	2	3	4	5
134	1	2	3	4	5
135	1	2	3	4	5
136	1	2	3	4	5
137	1	2	3	4	5
138	1	2	3	4	5
139	1	2	3	4	5
140	1	2	3	4	5
141	1	2	3	4	5
142	1	2	3	4	5
143	1	2	3	4	5
144	1	2	3	4	5
145	1	2	3	4	5
146	1	2	3	4	5
147	1	2	3	4	5
148	1	2	3	4	5
149	1	2	3	4	5
150	1	2	3	4	5
151	1	2	3	4	5
152	1	2	3	4	5
153	1	2	3	4	5
154	1	2	3	4	5
155	1	2	3	4	5
156	1	2	3	4	5
157	1	2	3	4	5
158	1	2	3	4	5
159	1	2	3	4	5
160	1	2	3	4	5
161	1	2	3	4	5
162	1	2	3	4	5
163	1	2	3	4	5
164	1	2	3	4	5
165	1	2	3	4	5
166	1	2	3	4	5
167	1	2	3	4	5
168	1	2	3	4	5
169	1	2	3	4	5
170	1	2	3	4	5
171	1	2	3	4	5
172	1	2	3	4	5
173	1	2	3	4	5
174	1	2	3	4	5
175	1	2	3	4	5
176	1	2	3	4	5
177	1	2	3	4	5
178	1	2	3	4	5
179	1	2	3	4	5
180	1	2	3	4	5
181	1	2	3	4	5
182	1	2	3	4	5
183	1	2	3	4	5
184	1	2	3	4	5
185	1	2	3	4	5
186	1	2	3	4	5
187	1	2	3	4	5
188	1	2	3	4	5
189	1	2	3	4	5
190	1	2	3	4	5
191	1	2	3	4	5
192	1	2	3	4	5
193	1	2	3	4	5
194	1	2	3	4	5
195	1	2	3	4	5
196	1	2	3	4	5
197	1	2	3	4	5
198	1	2	3	4	5
199	1	2	3	4	5
200	1	2	3	4	5

Trans-Optic® by NCS MPF-4521 747372 Printed in U.S.A.
© 1977 by National Computer Systems, Inc.

GENERAL PURPOSE
NCS®
ANSWER SHEET
form no. 4521

EXAMPLES

WRONG 1 ① ⊗ ③ ④ ⑤

WRONG 2 ① ② ⊘ ④ ⑤

WRONG 3 ① ② ③ ◕ ⑤

RIGHT 4 ① ② ③ ● ⑤

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

- Use #2 pencil only.
- Do NOT use ink or ballpoint pens.
- Make heavy black marks that fill the circle completely.
- Erase cleanly any answer you wish to change.
- Make no stray marks on the answer sheet.

DO NOT WRITE IN THIS SPACE

24

23

Questions for students

1. What is the most common discipline problem in your school?

2. What are three things that a teacher should do to maintain good behavior in the classroom?

3. Why do you believe students misbehave in class?

4. Why do you believe students misbehave in school?

5. What one thing makes you feel safe when you are in school?

6. What are three fair ways to punish students who break school rules?

7. Do you believe that students who follow the rules get enough recognition or rewards?

8. What is the worst thing a teacher can do when a student misbehaves in class?

9. What is the best thing that a teacher can do when a student misbehaves in class?

10. How many warnings should a student receive before he or she is punished?

Questions for teachers

1. What three things would you advise university teacher educators to teach the preservice teacher about classroom management?

2. Do you believe it is possible to better teach classroom management by including more practica requiring students to teach lessons in real classroom settings?

3. Do you believe that the current total of fifteen weeks of in school practice for student teachers is adequate for them to practice classroom management skills?

4. In your opinion, what is the single most prevalent discipline problem in your school?

5. Will teacher training in classroom management techniques effectively address this kind of behavior problem?

6. Do you believe that a one year university monitored internship for every teacher education program graduate would be sufficient to prepare them to deal successfully with the kinds of discipline problems faced in the classrooms of your school?

7. In your opinion, what is the single most important element of in-service teachers' ability to manage classroom behavior?

8. Do you receive regularly scheduled training in classroom management and student behavior management skills in your school or county?

9. When was the last time you attended classroom management in-service training and/or took a university level class on classroom management?

COPIES OF SLIDES
USED IN THE
CONFERENCE PRESENTATION

Developing a Course in Secondary Level Classroom Behavior Management: A Study

Presented by

Joyce Williams Bergin, Ed.D.

and

Margaret Walworth, Ph.D.

Armstrong Atlantic State University

BEST COPY AVAILABLE

Project Funding Source

This small research project was funded by a grant of $200 from the Georgia P-16 Project whose purpose is to improve collaboration among the state's public schools and universities as well as improve educational standards for grades pre-kindergarten through senior college.

Rationale

Data from research in the field of education, surveys of Georgia school superintendents, surveys of first year in-service teachers who had graduated from Armstrong (AASU), and surveys of principals who had supervised these same first year teachers were analyzed and used to support the development of a baccalaureate level classroom behavior management course for secondary level preservice teachers.

Rationale (cont.)

Following implementation of the course, the authors of the course decided to consider the addition of survey data from two untapped sources: students in secondary schools and teachers of those students. Student input is rarely collected when decisions are being made that may influence classroom behavior management. Analysis of student and teacher input may prove useful in evaluating the course for efficacy.

Hypothesis

Secondary school students' perceptions of fairness, safety, and appropriateness of behaviors will influence the selection of classroom behavior management strategies made by their teachers.

Subjects

Subjects were a total of 90 students randomly selected from grades nine, ten and eleven from two schools: a rural high school located in Effingham County and an inner city school located in Savannah, Georgia.

Of the 90 subjects selected, **83** accurately completed the project's survey and participated in the follow-up oral survey procedure.

Student Subjects

Rural students	50
Inner city	33
Total	83

Student Subjects by Race

African American	Caucasian	Hispanic	Other
45%	45%	4%	6%

Student Subjects by Gender

54 Females

29 Males

Teacher Subjects

Three Caucasian

Three African American

Each had more than three years of teaching experience.

Procedure

- Student subjects responded to a printed survey.
- Student subjects were engaged in an open discussion of a set of survey questions.
- Teacher subjects were engaged in a group discussion centered around a set of survey questions.

Procedure

Teacher responses to questions presented in an interview format and student responses to questions presented in discussions were tape recorded, transcribed, and analyzed,

Student data were analyzed to ascertain whether responses presented orally supported the findings of the data collected from the printed surveys.

Printed Survey Outcomes

	Rural	Inner City
Students feel proud of their schools	80%	100%
Students feel safe at school	85%	70%
Students know school rules	100%	86%
Students take part in making class rules	25%	86%
Students believe school rules are fair	50%	43%
Students believe class rules are fair	95%	72%
Students believe it is the teacher's job to keep discipline in the classroom	100%	86%

Printed Survey Outcomes

	Rural	Inner City
Students believe it is their job to follow school rules	100%	86%
Students believe that dress codes help stop discipline problems	20%	43%
Students believe that doing well in school will help throughout their lives and future careers	95%	100%
Students believe their parents expect them to follow school rules	100%	86%

Printed Survey Outcomes

	Rural	Inner City
Students should have ***student courts*** to deal with rule breakers	60%	100%
Students believe that some punishments given at school seem unfair	75%	71%
Students believe it is a good idea to call in parents when students get into trouble at school	60%	72%
Students have someone in school with whom they can talk when in trouble	80%	57%

Printed Survey Outcomes

	Rural	Inner City
Students identified the following:		
1. biggest school discipline problem		
a. cursing/disrespectful language	42%	
b. skipping school		57%
2. main reason teachers do not have classroom discipline problems		
a. they make classes interesting	40%	58%

Printed Survey Outcomes

	Rural	Inner City
Students identified the following:		
3. main reason for school discipline problems		
a. school rules are too strict	52%	
b. no swift, fair punishment for breaking the rules		43%
4. best way to deal with repeat school or classroom rule breakers		
a. alternative schools	37%	29%
b. in-school and/or permanent suspension	32%	58%

Printed Survey Outcomes

	Rural	Inner City
Students identified the following:		
5. best way for teachers to stop discipline problems in class		
a. make the class interesting	45%	
b. reward students who are following class rules		57%
6. best way for teacher to deal with a misbehaving student		
a. assign extra work to that student	40%	43%

Printed Survey Outcomes

	Rural	Inner City
Students identified the following:		
7. most comfortable feeling in class		
a. when lesson is understood	55%	86%
8. favorite teacher		
a. teaches so I can learn	35%	43%
b. lets me ask questions so I can understand	25%	29%

Printed Survey Outcomes

	Rural	Inner City
Students identified the following:		
9. like school best when		
a. I am learning	35%	43%
b. I get time to see friends	35%	43%
c. I feel safe	15%	15%

Conclusions

Analysis of the results of the discussion conducted with students at all three grade levels and in both the inner city and the rural school demonstrated a remarkable degree of agreement. Students supported their opinion of the most common discipline problem in their schools as revealed in their printed survey responses.

Conclusions

Students offered the following opinions concerning teacher behaviors:

- Teachers should
  - provide outline of what is to be taught (syllabus)
  - stick to the class rules
  - not ignore students who are misbehaving
  - make classes interesting
  - be fair consistently

Conclusions (cont.)

Students offered the following opinions concerning teacher behaviors:

- Teachers should
  - not embarrass students by calling undue attention to the student during disciplinary interaction
  - be sensitive to the student's humanity
  - avoid using sarcasm
  - teach more directly and not assume that students already know the topic

Conclusions (cont.)

Students offered the following opinions concerning school rules:

They are

- perceived as being unfair
- perceived as being enforced indiscriminately without a hearing of the facts involved in the display of behavior being punished
- perceived as punitive and not instructional
- perceived as offering no incentives for those who follow the rules

Summary of Student Data

Students surveyed agreed that they feel safer and respond best in classrooms where teachers demonstrate respect for the students, attempt to understand their instructional needs, avoid sarcasm and put downs, discipline fairly following clearly defined class rules, and teach using interesting methods and procedures.

Summary of Student Data

Students surveyed agreed that they feel safer in schools in which the rules are fair, there is someone available to listen and offer guidance when a student breaks a rule, punishment is appropriate for the violation of the rule, and students who follow the school's rules receive some positive recognition.

Conclusions

The secondary level classroom behavior management course syllabus was reviewed to ascertain whether the techniques, methods, and procedures being taught supported students' perceptions of how they wished to be treated in the classroom and during teacher-student disciplinary interactions.

The syllabus seemed supportive.

Conclusions

Next, the researchers shared the student data with instructors assigned to teach the secondary level classroom behavior management class. The instructors were receptive and assured the researchers that the concerns of the surveyed students were being addressed in the instruction of the university course.

According to the High School Teachers Surveyed...

High School Teachers Report

the most prevalent discipline problems in my school are...

- students skipping classes
- students showing a lack of respect for others
- students showing a lack of tolerance for others

High School Students May Have Problems...

- showing respect for others, including teachers and peers
- demonstrating tolerance for others, including teachers and peers
- monitoring their own behavior in the classroom
- dealing with authority figures
- knowing how to conduct themselves appropriately in the classroom

High School Students Want Teachers to...

know them as individuals

care about them as individuals

show them respect, even when a rule has been broken

take charge in the classroom

teach them

give them a role, a sense of ownership in their class and in their school

Preservice Teachers Need to Realize that...

- "these are not textbook children"
- everything doesn't work all of the time
- students' behavior takes time to change
- every year is different and poses a new set of management challenges
- "some problem behavior has nothing to do with school"

Preservice Teachers Need to Learn to...

- get to know their students
- challenge their students academically
- help students learn to take responsibility for their own behavior
- create an effective learning environment
- set expectations for student behavior
- use management strategies that demonstrate respect
- be flexible

Preservice Teachers Need to Learn to...

"Exhibit a healthy self-confidence in their classrooms."

High School Teachers Report

the most important elements of in-service teachers' ability to manage classroom behavior are...

- » flexibility
- » openness
- » tolerance
- » self-confidence